SEAFORD PRIMARY SCHOOL

Year 5 Term 3

Topic Title- **Around the World In 80 Days**

History-No specific history focus this term

Significant people-

Great events -

Geography –

Knowledge-

Location, Place and Knowledge.

Understand longitude, latitude, equator, hemisphere, tropics, polar circles and time zones.

Understand the Prime/Greenwich Meridian and time zones (including day and night)

Physical Knowledge

human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Key Skills:

To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Fieldwork- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

Enquiry

Suggesting questions for investigating.

Science

- Describe the Sun, Earth and Moon as approximately spherical bodies.
- Describe the movement of the moon relative to the Earth.
- Describe the movement of the Earth and other planets, relative to the sun in the solar system.
- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.
- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.

Working Scientifically

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

identifying scientific evidence that has been used to support or refute ideas or arguments

English

Text/Genres

Boy Overboard' by Morris Gleitzman

Stories from around the world

Non-chronological reports

Letter writing

Poetry

Persuasive writing

Public speaking

Diary

Narrative

Writing Opportunities

Animal information

Own story set in different parts of the world

One Moment In Time poem

Letter to Jamal, letter to Government

Trip of a lifetime

Diary entry as Jamal

Continuation of story

Maths (opportunities for maths links)

Reading Graphs and Charts

Converting Units of time.

Computing

E-Safety

An e-safety lesson appropriate for the class

Coding

To discuss how a game works

To control a sprite using input

To use collision detection

To add a timer to a game

To add 2 player functionality

Design Technology

Mechanisms- Cams to create movement
Creating a pop up welcome to the magic show

Investigate
To investigate and analyse a range of existing products.

Design and Make
To use research and develop a design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, proto types, pattern pieces and computer aided design.

To understand and use mechanical systems in their products (e.g, gears, pulleys, cams, levers and linkages)

Evaluation
To be able to reflect on their work using design criteria stating how well the design fits the need of the user.
To be able to identify what does and does not work in the product
To be able to make suggestions as how their design could be improved.

Art and Design- Art Around the World
Knowledge

Research and discuss the ideas and approaches of different artists, craft makers, designers and architects, taking into account their particular cultural context and intentions.

Choose different approaches from different artists/designers from countries visited in 80 days. e.g. landscape/seascape

Ideas
Develop own personal ideas through open ended research.

Confidently use sketchbook to explore ideas, experiences, processes and planning.

Craft Skills
Design a decorative print for a purpose e.g. book cover, fabric, wrapping paper.

Use multiple colours to create layered prints.

P.E
Dance- Around the Clock
Outdoor-Invasion Games
The skills below are embedded within the units taught each term.
Skilfulness
To move and be still with control, composure, good body shape, tension and changes in speed and effort.
To combine skills and actions with some fluency and consistency. To use a greater range of specific skills / techniques using equipment with consistent
control.
Condition, Health and Well-Being
To create and use tactics and compositional ideas that suit the situation with some success.
To respond to changes in situations and new challenges and conditions with some rationale.
To know what a healthy lifestyle is and how to live their lives more healthily.
Decision Making
To make accurate comments about quality of their own and others' performances and actions.
To assess performance and actions against criteria and suggest improvements.

PSHE
I understand that I will need money to help me achieve some of my dreams.
I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs.
I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it.
I can describe the dreams and goals of young people in a culture different to mine.
I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other.
I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship.

R.E. The Quran
Compare the Quran to other holy books

Linking to English, pupils consider how some texts from the Torah (e.g. the Shema), the Bible (e.g. 1 Corinthians 13) and the Qur'an (e.g. the 1st Surah, the Opening) are seen as source of wisdom in different traditions. They respond to the ideas found in the texts with ideas of their own

Linking to English, pupils find out about different forms of prayer and meditation in different religions and worldviews, and write some prayers or meditations suited to particular occasions and traditions.

Pupils discuss and apply ideas from different religious codes for living (e.g. Commandments, Precepts or Rules) to compile a charter of their own moral values, applying their ideas to issues of respect for all

Music
Guitar
All pupils will be learning about the guitar and learning to play the instrument.

French
We will be introduced to higher numbers and learn more about the French counting system, as we get closer to 100.
In conversation, we will start to learn the vocabulary we need to talk about our brothers and sisters.

Super Start: Display of map with links to the children and postcards sent to the class from around the world
Mystic Middle: Share presentations (PowerPoint?) - exhibition
Epic End: Travel to most popular destination
Links to careers- The Institute of Engineering and Technology - https://education.theiet.org/primary/teaching-resources
Explorify science resources https://explorify.wellcome.ac.uk/